

Sydney Region LaST Conference 2012

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Setting Assignments

- Law says: All students will be treated *on the same basis as* a student without a disability (Commonwealth

Disability Discrimination Act (DDA) 1992)

- **What is communication?**
- **What is language?**

Communicating teaching and learning

- Two monologues do not make a dialogue.”

- [Jeff Daly Quotes](#)

Communication

Verbal and written speech

Tone and pitch of voice

Choice of words

Non Verbal

Body language, Eye contact, Hand gestures and Facial expressions

Language processing disorder and delay

- Receptive and expressive
- Is a recognised disability when disorder is severe
- Assessment
- Teacher- CELF Screener
- Speech Pathologist – CELF
(Clinical Evaluation of Language Fundamentals)

What do we see

- Literacy Learning difficulties
- Guess answers, do not answer, says don't know, says umm, gives unrelated information
- Looks at other students work
- (?cheating or copying)
- Often in trouble for disobeying
offends others
- Accused others of being angry
with him

- oral and written tasks incomplete
- Does not complete assigned work
- Leaves books at home
- Forgets notes
- Doesn't complete homework
- Is the last to do as asked
- Uses wrong words
- Doesn't like change
- Argues

Implications

- Oral and written Comprehension
- Unsure of what to do
- Cannot read to learn
- Thinks others are angry with him
- Does not join group discussions
- Misses excursions and sport opportunities
- Does not have required materials for participation in class
- Gives answers after those answers have already been given

Language Related behaviours

- Difficulties with communication
- Some words fly away
- Words stored differently
- Social difficulties
- Teacher misunderstanding
- Phonological awareness
- Emotional – Frustrations
- Jail

Implement across whole school

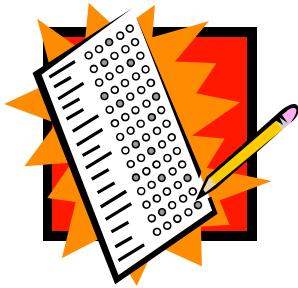
- Strategies that can be introduced relatively easily:
 - Learning cues and strategies
 - Underlining unknown words
 - Common posters
 - Visual timetable
 - Common marking scheme
 - Assessment choices
 - Routines
 - Mentors and study buddies

Use matrix for planning

- See example

T e s t t a k i n g

Multiple choice questions



- You will usually have four answers to choose between
- (a) One will be totally correct
 - (b) One will be partly wrong and partly right.
 - (c) One will be totally wrong.
- Sometimes it uses words straight from the text.
- (d) Often one will have nothing to do with the text or the question.

Be careful not to be tricked!



Test help

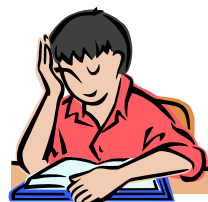
What do I do?

1. Read the instructions and check the page numbers.

2. Work out how much time you should spend on each section.

3. Read the question.

4. **Highlight** the key words in the question.



5. Look back at the text if you can't remember the answer.

6. Choose the answer you think is right.

7. Check the instructions again- do you need to circle or underline an answer?

8. Answer the question.

9. Check all of the answers when you finish.

Relax and do your best!



Test help

What if I can't choose the answer?



1. Read the question and answer again.
2. Don't stress- just do your best.
3. Are there any answers that are totally wrong? Cross them out.
4. Are there any answers that could be right? Look back at the text and see if you can see which one is right.
5. If you really can't work it out, make a good guess. Only guess if you have really tried to work it out first.



Study tips

1. Find a quiet place with no distractions.
2. Get yourself ready to concentrate and focus.
3. Read the text through carefully and slowly.
4. Ask- what information is important?
5. Make a note of important information.
6. Look carefully at diagrams, pictures and charts.
7. Look at words that you don't know. Find out what they mean.
8. Practice the information in your head.
9. Regular little study is much better than cramming.

Test taking

True or false questions

True or false questions are sometimes designed to trick you!



Read the question and answers carefully. Sometimes they use words from the text in one of the answers. Just because it uses words from the text, it does not mean that it is the right answer!

To be true, the answer needs to be totally true. If it is not totally true, it is false.

Read, think and check.

Conclusion

- Use universal design for learning
- Meeting needs through explicit and systematic instruction
- Providing strategies and learning cues
- Use visuals
- Be the teacher who makes the difference for every child's life through meeting their needs